**Distinguished Leadership in Practice**

Component One: Strategic Leadership for High Performing Schools

**NELA Interns Interim Assignment #1**

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|  | **Not Dem.** | **Developing** | **Proficient** | **Accomplished** | **Distinguished** |
| **Mission Statement:** It is the priority of Mariam Boyd Elementary to empower each student to realize his or her full potential and achieve his or her personal best. This foundation will enable each student to become a lifelong learner who is prepared for the challenges of the 21st Century. |  |  | * There is no display of ownership from all staff. It is only apparent in the few at the hierarchal top. * There is no conversation outside of Leadership Team Meetings that builds a shared understanding. * It is not evident that it is frequently reflected upon. * It is evident among some staff that this is their purpose for coming to work. * Many of the staff cannot remember it and none of the students remember it. * It is idealistic for the staff and students, but it is not a true reflection of the care and concern the staff have for the students. |  |  |
| **Vision Statement:** | There is no vision statement publicly in place. |  |  |  |  |
| **Belief Statement:** Mariam Boyd School’s faculty and staff are committed to providing a comprehensive and balanced educational program for all students. We believe students must be taught sequentially through diagnosis, instruction, remediation, and enrichment. School staff members must have an understanding of the developmental growth of children and teach to their different learning styles. It is our belief that student success is strengthened by a collaborative partnership among the home, school and community. |  |  |  | * The behaviors of the belief statement are evident in the student electives and grant funded programs. * The statement states some procedural behaviors of the school that are evident. * I see it as a plus that the beliefs of the school are researched based. They provide external justification as well as intrinsic value. * The belief statement is in its beginning stages of being evident in the stated environments through admin leadership. * I don’t think this belief statement truly identifies the passions and commitment of the staff. It does outline some of their driving agents to success. |  |

**Part Three**

* My first step would be to open the lines of communication and create opportunities for dialogue of all stake holders together. I would also make sure that it was a dialogue comprised of more than just the Leadership Team of the School. These leaders seem to have the awareness. It is the rest of the staff and community that lag behind.
* My second step would be to have all stake holders analyze the information collected on the believed identity of the school and reflect in biweekly brief surveys. This should allow the administration to hone in on the true identifying traits of the school. This information will then be presented to the stake holders in the next scheduled meeting.
* The staff will then identify what actions are visible in and around the school that make the mission, vision and beliefs come alive.

**Part Four**

* When looking at the data on the percentage of students at or above grade level in reading from 2008 to 2010 at Mariam Boyd Elementary School (MBES), I can practically see the PDCA Cycle in action.
* **PLAN**: At the end of the 2007-2008 school year the Leadership Team should have grown concerned about the low proficiency in reading. It is during this sense of urgency that they decided to complete a plan of action. To improve reading scores some teachers were moved around, some interventions would be put in place and there would be more professional development centered around reading and the reading first program. They would also identify the struggling students early on in prior to the start of the next school year and put some strategies in place to work with these students.
* **DO**: During the 2008-2009 school year the plans were enacted throughout the entire school and their efforts showed great progress. Weekly assessments and benchmarks were used to gauge the improvements of each child and if there was no improvement, then those students were identified and remediated. There were tutors hired with Title I funding as the EOG’s approached.
* **CHECK**: There were a couple of checks during the year to assess the effectiveness of the plan put in place. The checks were minimally data based and identified the students who were struggling, not necessarily why they were struggling. At the end of the 2008-2009 school year there was great improvement in the reading EOG Scores, which posed a short-term win for the MBES. At the start of the 2009-2010 school year there appears to have been no real reevaluation the plan put in place during the last school year.
* **ACT**: The school operated on the same plan as the prior school year to improve student proficiency and did not achieve the same or any gains as projected. This may have been due to the schools in ability to hire tutors, lack of communication amongst staff, inappropriate segregation of data, etc. Even though there has still be a plan in place to address the decline in reading proficiency at MBES, there is yet to be a year of gains since 2008. There has been a steady decline which has contributed to the school now being placed in School Improvement. The PDCA Cycle will be a tool used to propel MBES out of School Improvement and into School of Distinction.

**Part Five**

Strategic Leadership is just as the name indicates. It is planned, thought out, data driven, and purposeful. It is not whimsical and it calls for great leadership to be implemented. This standard has the ability to inspire others to work effectively and collectively. It enable the leader to involve all stake holders and distribute leadership amongst all stake holders. This standard can be used to not only give a face lift to the school, but embrace a culture change of the school, that will drive improvements long after the leader of the school is gone.

1. Share an inspiring vision.
2. Challenge the status quo of lesson planning.
3. Plan with SIT to improve TWC.
4. Implement cycle of Peer Observations.
5. Help with revamping of vision, mission, and belief statements.
6. Work on SIT
7. Facilitate some SIT meetings
8. Take on a leadership role in distributing leadership to others through empowerment.
9. Communicate latest research and best practices through PLC’s, keynotes, and PD’s.
10. Work with mentor to create processes that drive decision making based on the vision, mission, and beliefs.
11. Work to implement and evaluate of the SI Plan.